

Mini-Lesson Planning for Plot

Benchmark(s)/Standard(s) *What is the next benchmark(s) on my course timeline or FCIM calendar?*

LA.3.2.1.2; LA.4.2.1.2; LA.5.2.1.2

- Understands the development of plot and how conflicts are resolved in a story

Definition

Plot refers to the series of events that give a story its meaning and effect. Plot describes the structure of a story and shows how the events in the story are arranged. (Cause and effect are an important part of plot.)

Essential Question(s): *How can readers use graphic organizers to map the plot of a story? How do readers identify the characteristics of fictional genres in order to understand plot structures? How do readers analyze the author's plot organization in stories or novels?*

FCAT Stem Questions

- What problems did the character face?
- What happens that causes the character to change from the beginning to the end of the story?
- How is the problem solved in the story?
- What events lead to the resolution of the problem in the story?

Materials/Resources: *What do I have or need to have in order to teach the lesson objective(s)?*

Teacher: Picture book or completed class novel; chart paper, overhead (LCD projector or doc camera), text samples, graphic organizer templates (students can also draw these on paper)

Student: Paper, pencil

Lesson Agenda: *How will I deliver this lesson to help my students answer the essential question(s)?*

FCIM Mini-Lesson: Sequencing

Day One: Explicit Instruction (10 min)

Day Two: Modeled Instruction (15 min)

Day Three: Guided Practice (15 min)

Day Four: Independent Practice (10 min)

Day Five: Mini-Assessment (10 min) & Review Student Responses

Special Note: Day One could be Explicit and Modeled Instruction; Days Two and Three could be Guided Instruction; Day Four could be Independent Practice. This depends upon your Instructional Focus Calendar.

Suggested Read-Aloud: *The Hundred Penny Box* by Sharon Bell Mathis

Pre-read the book, "The Hundred Penny Box" (or other appropriate piece of text). Anticipate where background knowledge needs to be built. Highlight places to stop, question, make predictions or make connections. Identify the author, title, setting, characters, etc. Activate prior or common knowledge. Take a picture walk. List the important words in the story. During oral reading, conduct several teacher think-alouds. Include statements like, "This character ____ is like ____ because..." "This is similar to..." "This story takes place..." "The events in the story are..." "The difficult situation that happened in this story was..." etc. Students need to hear your thinking so they can do this as they read independently.

Special Note: This is a suggested piece of text. Use any other story, informational text, literature from Trophies, or other familiar text that is appropriate for your students. The format for presentation would be similar.

Activating Strategy: What's Already in My Head?

Students fill in the thought bubble with words and/or pictures to show what they think about when they think about the topic "plot". Their responses (prior knowledge) go in the thought bubble. Example:

Plot

Character
setting
problem

Mini-Lesson Delivery for Plot

Day One: Explicit Instruction: (through Read-Aloud) How will I focus my students on what they need to learn? What important vocabulary will I introduce/review?

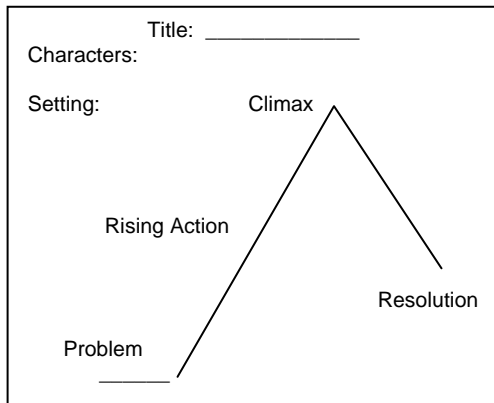
Signal Words and Phrases

Add the following **signal words and phrases** to interactive word wall: author, setting, character, mood, theme, plot, style, resolution, conflict, rising action, problem

Explain that plot helps us understand a story from beginning to end and helps us answer certain questions (use the FCAT stem questions as examples) about the story.

Draw the "plot mountain" **as you do a think-aloud** of each of the sections (climax, problem, resolution, etc). Discuss what each of the sections means. Use a simple story that in which every student should be familiar (like *Goldilocks and the Three Bears*) to construct examples to match each section. It is important that the text is familiar for this activity...not necessarily "grade and age appropriate". You are teaching the skill...not the story.

Model with students as you write AND do think-alouds throughout.



Day Two: Modeled Instruction: How will I show my students what they are expected to do to answer the essential question(s)?

Read Aloud – *The Hundred Penny Box* by Sharon Bell Mathis (or other familiar text)

Explain that plot helps us understand a story from beginning to end and helps us answer certain questions (use the FCAT stem questions as examples) about the story. Using one of the graphic organizers below, model the components in the graphic organizer based on events in *The Hundred Penny Box* (or other familiar text or trade book that is familiar to students.)

Model with students as you write AND do think-alouds throughout.

Flow Map

Story Mapping

Title: _____

Setting:

Characters: _____

Problem:

Event 1: _____

Event 2: _____

Solution:

Title: _____

Characters: _____

Setting: _____

Setting

Characters

Describe the problem

Event 1

Event 2

Describe the solution

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Day Three: Guided Practice: *How will I help students practice answering essential question(s)? How will I incorporate collaborative structures and checks for understanding?*

Practice 1:

Draw the plot chart on the board. Have students draw the chart on a paper. Label the parts together. Have students retell the story of *The Three Little Pigs*, *The Hundred Penny Dress*, or other story that is familiar. (*Student accountable discussion*) Model writing their responses in the appropriate section of the graphic organizer.

Practice 2:

Pair up the students, giving each a blank graphic organizer (or have students draw one of the ones above). Have them repeat the same activity with their partner. (Collaborative structure) Students should then take turns briefly retelling the story to each other, using the graphic organizer as a tool. They should use the words: character, setting, etc. as they retell.

Additional strategies/activities:

- Draw the plot mountain. Write the components on index cards. Have students come to the board and label the plot chart with the terms, describing what each term means. This can be done with any of the graphic organizers.
- Provide students with their own set of terms. Have them draw the plot mountain and use their terms to label the chart independently. This can be done with any of the graphic organizers.
- Select several favorite picture books from the library (*Stellaluna*, *Rainbow Fish*, etc). Have students pair up and select one of the books. They should discuss and complete a plot mountain about the book they have chosen as a team.

Special Note: It is important that students are able to recognize the plot and use the vocabulary terms associated with plot.

Day Four: Independent Practice/Processing Activities

Students will complete one of the graphic organizers independently using their guided reading book, library book, or other story they are currently reading (could be Trophies).

Additional strategies/activities:

- Provide students with their own set of terms. Have them draw the plot mountain and use their terms to label the chart independently. This can be done with any of the graphic organizers.
- Select several favorite picture books from the library (*Stellaluna*, *Rainbow Fish*, etc). Have each student select one of the books. Each student should complete a plot mountain about the book chosen
- Repeat the above activities using any one of the graphic organizers for plot.

Special Note: It is important that students are able to recognize the plot and use the vocabulary terms associated with plot.

Day Five: Assessment: *How will I know if my students can answer the essential question(s)?*

Extended and Refining Activity: Memory Download

For three minutes, students write everything they can remember about plot and story mapping. Then, they share at their tables or with a partner and add anything to their notes that someone else remembered that they did not include.